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ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the seventh grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, materials/resources lists, teacher preparation directions, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the seventh grade curriculum. (MCF)

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Seventh Grade Activities Guide

Georgia Comprehensive Guidance Series

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INTRODUCTION

The Seventh Grade Activities Guide is intended to support competency based guidance curriculum in the middle schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Curriculum Manual for Elementary/Middle/ Secondary schools. Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a competency-based format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Part contains activities organized around the Guidance Content Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency-based format that includes performance indicators that can be used for evaluation. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.

2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.

3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been producted by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and individual role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifi- meet your needs.

The Process of Creating. Start with goals and competencies since they help define what is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the following checklist as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.

- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking

- Check its potential for personalizing the individual decision making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED SEVENTH GRADE ACTIVITIES

SELF-UNDERSTANDING

Self-Understanding
Goal A
P.I. 1, 2, 3
Grade 7

Physical Health

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will distinguish between things helpful and things harmful to physical health.
Performance Indicator(s): Students will be able to provide examples of things harmful to physical health, provide examples of things helpful to physical health, and compare and contrast those things in their lives that are helpful and those that are harmful to their physical health.

Activity Objective

Students will discuss things helpful and harmful to physical health.

Activity

Total Time: 3 or 4 class periods
Suggested Subject Matter Area: health, language, social studies
Materials/Resources: access to library
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into two groups. One group is to work on things harmful to physical health. The other group is to work on things helpful to physical health. Have both groups Brainstorm for about 5 minutes all the things they can think of. For example, things harmful to physical health might include misuse of drugs, smoking, not eating proper foods. Things helpful to physical health might include exercise, enough sleep, brushing teeth.

Ask the students to choose 5 things from their lists that interest them most. Allow one or two class periods for library time and ask the students to find articles and information on these things. Ask them to prepare a discussion of what they have learned and have spokespersons for each group share the information with the class.

This should be followed by a class discussion comparing and contrasting the information.

EVALUATION: Students should be able to:
- provide 5 examples of things harmful to physical health
- provide 5 examples of things helpful to physical health
- specify 3 helpful things and 2 harmful things they have done or are doing.

(See Evaluation Form for "Physical Health.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Physical Health

Self-Understanding Goal A Grade 7

Students are able to:

1. **Provide 5 examples of things harmful to physical health.**
2. **Provide 5 examples of things helpful to physical health.**
3. **Specify 3 helpful things and 2 harmful things they have done or are doing.**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Harmful	Helpful	Specify
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

Self-Understanding
Goal B
P.I. 1, 2, 3
Grade 7

Trust Groups

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will analyze how their characteristics and abilities can be expanded.
Performance Indicator(s): Students will be able to compare and contrast past and present characteristics and abilities of self and others at different age levels, explain how their characteristics and abilities have been expanded in the past and explain that their characteristics and abilities can be further developed with both time and effort.

Activity Objective

Students will compare and contrast their characteristics and abilities with others and discuss how these can be expanded and further developed.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: pencil, paper, hats
Educator's Preparation: be familiar with entire activity

Directions:

Have the students begin by each making a list of the characteristics and abilities they feel they now have. Discuss as a class, how these have changed over time. List several characteristics and abilities they had at different age levels. (See Evaluation) Compare those with ones their classmates had. Discuss ways that these have changed.

Have the students individually list several things about themselves that they would like to change. Then they will cut their lists apart into separate items. Assign the students to small groups, where they will put all their items into each group's "hat." They will take turns drawing items and suggesting one behavior which will cause a desired change to occur. This activity calls for a high level of trust and good feelings in the small groups. Assign the students to the groups with this fact in mind.

EVALUATION: Students should be able to:

- compare the past and present characteristics and abilities of themselves at birth, age 3, age 7, and present
- compare the past and present characteristics and abilities of 1 adult at birth, age 5, age 16 and present age
- explain 3 causes for expansion and change of their characteristics and abilities

EVALUATION: (continued)

- explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from others and self.

(See Evaluation Form for "Trust Groups.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Trust Groups

Self-Understanding Goal B Grade 7

Students are able to:

1. Compare the characteristics and abilities of themselves at birth, age 3, age 7, and present.
2. Compare the characteristics and abilities of 1 adult at birth, age 5, age 16 and present age.
3. Explain 3 causes for change of their characteristics and abilities.
4. Explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from other and self.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Them-selves	Adult	Expansion	Time & Effort
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Media

Self-Understanding
Goal C
P.I. 1
Grade 7

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will evaluate the relationship between mass media and self-control.
Performance Indicator(s): Students will be able to provide examples of mass media.

Activity Objective

Students will discuss examples of mass media.

Activity

Total Time: 2 class periods
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss mass media with the students. Brainstorm for 5 minutes all the examples of mass media they can think of. Their list should include such things as: radio, television, newspapers, movies, magazines, and books.

Tell the students to go home and write a paragraph about one type of media they see in their homes. Ask them to look for an advertisement, if possible. Their paragraph should include a description of the ad, and a brief statement on how they felt about it. For instance, did it make them feel like buying a product, or did they feel it was boring?

Share the paragraphs and examples with the class.

EVALUATION: Students should be able to:
- provide 4 examples of mass media.

(See Evaluation Form for "Media.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Media

Self-Understanding **Goal C** **Grade 7**

Students are able to:

Provide 4 examples of mass media.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
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SELECTED SEVENTH GRADE ACTIVITIES

INTERPERSONAL RELATIONS

Interpersonal Relations
Goal A
P.I. 1
Grade 7

Group Discussion Roles

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will analyze how communications skills contribute toward work within a group.
Performance Indicator(s): Students will be able to explain the communications skills demanded of the four major roles that develop during group interaction.

Activity Objective

Students will understand and demonstrate a use of the roles assumed in group communication.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: a crayon for each group, paste for each group, a scissors for each group, a sack of feeling words, labels
Educator's Preparation: Be familiar with entire activity, prepare chart with 4 roles

Directions:

Present a chart listing the following group communication roles: leader, listener, gatekeeper, and advocate. Explain that these roles are not assigned, they are assumed - people develop into these in group situations.

Write each role on the chalkboard. Then, as you speak, write the underlined behaviors under each role.

LEADER

Speak Up
You have something to say and it is important. Therefore, it is also important that you say it so that everyone can hear.

Risk
Everyone gets scared about speaking up some of the time because they get the feeling that others will laugh at them or think that what they say is dumb. So you must "risk" because the more ideas people hear, however insignificant they may seem, the more they have to think about and the more understanding they will have.

Tell how you feel and why

When you speak, tell both how you feel--and why you feel that way. There is a lot of difference between saying, "I hate baseball because I can't play well," and saying, "Baseball is a stupid game." The first way, you "own your feelings." The second way, you make it sound like everyone should feel the same way.

LISTENER

Look at the speaker

Looking at the speaker helps him or her know we are listening.

Repeat how the other person feels and why

It is important that people know you are listening to them, but it is also important that they know you understand them. You can do this by repeating in your own words how the other person feels and why.

GATEKEEPER

Be an observer

The Gatekeeper is one who opens the gates and helps others come into the conversation.

Show concern

The Gatekeeper must first be an observer. You must see who is being left out. Then you must show concern. You must let that person know that you are opening the gate and want that person to come in.

Tell how you feel when others are left out and why

To do this you must tell that person how you feel and why you feel that way. For instance, "Mary, I'm worried about you because you haven't said anything. I wonder what you're thinking about."

ADVOCATE

Support the group

Advocate means someone who speaks up in support of the group. You want the discussion to be a good one and are willing to risk speaking up when someone does something that gets in the way such as playing, whispering, or not showing concern.

Give feedback (tell how you feel and why about what is going on now)

You give feedback by telling others how you feel about what is going on and why. You also speak up when people do things that help the group and show concern.

Duplicate a copy of the resource page. Cut it apart on the dotted lines. Tell the students you need 10 volunteers to role play a discussion group. Each volunteer may choose a role. Give the role players their strips and seat them in a circle on the floor. The rest of the class can sit in a circle of chairs around the role players or in their seats.

Have the leader begin by reading the problem and describing his or her feelings. Then have the other members proceed to help the Leader solve the problem. They are to play the roles as descrived on their strips of paper. Tell them the role play will last for about five minutes.

After five minutes have a discussion. Ask the students in their seats:

- Who played the role of Leader?
- How do you know?
- Who played the role of Listener?
- How do you know?
- Who played the role of Advocate who supports behaviors that help group discussions?
- Who played the role of Advocate who expresses feelings about unhelpful group behaviors?
- How do you know?
- Who played the role of Gatekeeper?
- How do you know?

Another role-play situation is presented on the resource page, if you wish to repeat the procedure.

Explain that these are roles that help group discussions. One person can have more than one role at the same time or one at a time.

Sometimes discussions seem not to be going well. Then we can ask ourselves what role is missing. We can then try to perform that role to help the group reach acceptance and understanding.

EVALUATION: The students should be able to:

- describe the four major roles that develop during interaction: leader, listener, gatekeeper, and advocate
- explain four communications skills needed by the leader (e.g., I-message, speaking distinctly, attentiveness, etc.)
- explain three skills needed by the listener (e.g., attentiveness, timing, etc.)

EVALUATION: (continued)
explain three skills needed by the gatekeeper (e.g., timing, relfective listening, I-messages, etc.)
Explain two skills needed by the advocate (e.g., attentiveness, effective non-verbal responses, I-messages, etc.)

(See Evaluation Form for "Group Discussion Roles.")

GROUP DISCUSSION ROLES

LEADER

You start the discussion. You have a problem you want to risk talking about. Your problem concerns your two friends who will not speak to each other. If you are nice to one of them the other one will get mad at you. You do not know what to do.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

GROUP DISCUSSION ROLES

LEADER

You start the discussion. You have a problem you want to risk talking about. It concerns the cheating that goes on when you play ball. You are really mad at some of your best friends because they not only do not play fair, but they try to act "big" when they get away with it. You want to tell the group how you feel about it.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

GROUP DISCUSSION ROLES

Write Your Own Problem

LEADER

You start the discussion.

Speak up.
Risk.
Tell how you feel and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

LISTENER

Look at the speaker.
Repeat how the other person feels and why.

GATEKEEPER

Be an observer.
Show concern.
Tell how you feel when others are left out and why.

ADVOCATE

Support the group.
Give feedback (when you see behaviors that help).

ADVOCATE

Support the group.
Give feedback (when you see behaviors that don't help).

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

NON-TALKER

Be shy.

DISTRACTOR

Whisper your feelings to the person next to you instead of saying them out loud.

Leading and Listening

Interpersonal Relations
Goal A: **Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.**
Competency: Students will analyze how communications skills contribute toward work within a group.
Performance Indicator(s): Students will be able to discuss how these skills contribute toward getting tasks accomplished with group satisfaction and explain how the lack of communication skills hinders group interaction and task accomplishment.

Activity Objective

Students will discuss how good listening skills can help accomplish tasks in a group.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: overhead projector
Educator's Preparation: be familiar with entire activity--prepare transparencies of resource pages

Directions:

Ask the students to close their eyes and put themselves in a treehouse on a hot summer day with some of their friends. They are feeling bored with nothing to do. Last summer they put on a neighborhood carnival and lots of people came. Someone says, "Hey, I know! Let's put on a magic show." Everyone is excited about that idea and they all begin talking at once. They all are talking and no one is listening. Pretty soon they are telling one another to shut up and are calling each other names. Then Cedric, who is yelling the loudest, begins pushing Ellen, who is trying to explain her good ideas. Ellen gives up and starts down the ladder, yelling all the way. Jennifer, who didn't have a chance to say much, gave up long ago and sat down in the corner. She follows Ellen down the ladder. The two saunter off to find something else to do. That leaves Kevin and Cedric to handle the whole show. They know they'll never be able to do all that has to be done. So they decide to forget about it. The children missed a chance to have fun together and the neighborhood lost a chance to see the youngsters perform a magic show. They need to be better listeners and leaders when they get together.

On the overhead projector show the transparency, LEADERS, and explain the following:

When people are together someone starts the conversation. This person chooses the topics and decides how personal it will be. He or she might say, "How are you today?" or "I see you have a new bike." or "I feel it's hopeless to try to put on a magic show because we don't

know any tricks." This last statement is more personal because it states how the person is feeling and why. The leader speaks up because what he or she has to say is important. Sometimes it's easier not to speak up because we think others will laugh at us or will think that what we say is dumb. But the more of our ideas people hear, the more understanding of us they will have.

On the overhead projector show the transparency, LISTENERS, and explain the following:

> There is a second role that is just as important as the leader role. When people take risks and tell how they feel and why, it is important that others show that they are listening and that they understand. A listener looks at the speaker and repeats how the speaker feels and why.

Explain that there are two more group roles. These are gatekeeper and advocate. The gatekeeper helps keep things running smoothly and helps to keep noncooperative members in line. The advocate plays a supportive role in the group, adding to and discussing ideas.

Have the class think of instances or situations when they have seen these roles, either in the example given at the beginning, or in their real life situations.

EVALUATION: Students should be able to:

- describe 2 skills for each of the 4 group interaction roles; analyze how these skills contribute toward task accomplishment
- describe how group interaction would be hindered and tasks might not be accomplished if there was a lack of one skill for each of the 4 group interaction roles.

(See Evaluation Form for "Leading and Listening.")

LEADERS

LISTENERS

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Group Discussion Roles & Leading and Listening

Interpersonal Relations Goal A Grade 7

Students are able to:

1. Describe the four major group roles.
2. Explain four skills needed by leader, listener, gatekeeper, and advocate.
3. Analyze how skills in the 4 roles contribute to task accomplishment.
4. Analyze how lack of skills could hinder task accomplishment.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Group roles	Skills	Contribute	Hinder
1				
2				
3				
4				
5				
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10				
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19				
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Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

FINDING YOUR PLACE

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.
Performance Indicator(s): Students will be able to explain how specific behaviors can help group cooperation and effectivenss, explain how specific behaviors can hinder group cooperation and effectiveness, and indicate groups they belong to and how they help or hinder the group's cooperation and effectiveness.

Activity Objective

Students will discuss behaviors in group situations and how these behaviors lead to group cooperation and effectiveness.

Activity

Total Time: three class periods
Suggested Subject Matter Area: social studies
Materials/Resources: blank writing paper, copies of resource pages for each student
Educator's Preparation: be familiar with entire activity, prepare transparancies of resource pages, duplicate copies of resource page for each student

Directions:

Write on the chalkboard Maslow's needs that were presented in "Basic Human Needs":

- physiological
- safety
- love
- esteem
- self-actualization

Call students' attention to the list. The need for love is a desire or hunger for affectionate relations with people in general and for a place in the group. The need for esteem is met by being recognized as a worthwhile person. Esteem is accompanied by feelings of confidence, worth, strength, and usefulness. Love and esteem are very basic human needs. Included in them are a place in the group and a feeling of being worthwhile as a person. When the needs for love and esteem are met the person feels confident and important and feels he/she belongs to the group. When these needs for love and esteem are not met, the person becomes discouraged and feels he/she does not belong. Then the person might seek attention, power, or revenge in order to feel that he or she belongs to the group. This discouraged person might also display inadequacy. The person might mistakenly say to himself or herself, "I have a place only when I have attention or power or revenge, or when I am inadequate. Therefore, I'd better use certain behaviors or actions so I can belong."

Now arrange the students in pairs. Have them fold a piece of paper in half and on one side write home and on the other side write school. Ask them to brainstorm a list of misbehaviors for 10-15 minutes.

Now show transparency on your overhead projector of "The Goals of Misbehavior." Focus on each child's faulty belief and corresponding goal. Ask them now to label each of the behaviors they listed above.

A = Attention
P = Power
R = Revenge
D of I = Display of Inadequacy

During the next class period project the transparency of "The Goals of Positive Behavior." Explain that when we see positive behaviors, that person has some beliefs about how to find his or her place in the group. The beliefs are: (point to and read the beliefs).

Therefore, the child's goals are: (point to and read the goals).

In order to attain those goals he or she uses the following behaviors: (point to and read the behaviors).

Distribute to each student copies of the resource pages. Ask them to think of specific examples of cooperative behaviors. When they have finished, have them circle in each list one behavior they will try to use more.

Process the activity. Assemble students in small groups. Allow them to share their circled behavior on the four sheets.

EVALUATION: Students should be able to:
- list four behaviors that can help group cooperation and effectiveness
- list four behaviors that can hinder group cooperation and effectiveness
- define group
- indicate three groups they belong to
- select one group from those descrived above and describe how they have helped and/or hindered that group's cooperation and effectiveness

(See Evaluation Form for "Finding Your Place.")

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place."

THE GOALS OF MISBEHAVIOR

Child's Faulty Belief	Child's Goal
I belong only when I am being noticed or served.	Attention
I belong only when I am in control or am boss, or when I am proving no one can boss me!	Power
I belong only by hurting others as I feel hurt. I cannot be loved.	Revenge
I belong only by convincing others not to expect anything from me. I am unable; I am helpless.	Display of Inadequacy

Dinkmeyer and McKay, 1976

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place "

THE GOALS OF POSITIVE BEHAVIOR[1]

Child's Belief	Goal	Behavior
I belong by contributing.	Attention Involvement Contribution	Helps. Volunteers.
I can decide and be responsible for my behavior.	Power Autonomy Responsibility for own behavior	Shows self-discipline. Does own work. Is resourceful.
I am interested in cooperating.	Justice Fairness	Returns kindness for hurt. Ignores belittling comments.
I can decide to withdraw from conflict.	Withdrawal from conflict Refusal to fight Acceptance of others' opinions	Ignores provacations. Withdraws from power contest to decide own behavior.

Dinkmeyer and McKay, 1976

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place "

Belief: I belong by contributing.

Goal: Attention, involvement, contribution

Behaviors: Helps. Volunteers.

EXAMPLES

Home	School

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place "

Belief: I can decide and be responsible for my own behavior.

Goal: Power, autonomy, responsibility for own behavior

Behaviors: Shows self-discipline. Does own work. Is resourceful.

EXAMPLES

Home	School

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place "

Belief: I am interested in cooperating.

Goal: Justice, fairness

Behaviors: Returns kindness for hurt. Ignores belittling comments.

EXAMPLES

Home	School

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 7

Resource Page for "Finding Your Place "

Belief: I can decide to withdraw from conflict.

Goal: Withdrawal from conflict. Refusal to fight. Acceptance of others' opinions.

Behaviors: Ignores provocations. Withdraws from power contest to decide own behavior.

EXAMPLES

Home	School

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Finding Your Place

Interpersonal Relations Goal C Grade 7

Students are able to:

1. List four behaviors that can help group cooperation and effectiveness.
2. List four behaviors that can hinder group cooperation and effectiveness.
3. Define a group as two or more persons gathered together because of a common interest or purpose.
4. Indicate three out of the four following examples of groups they belong to: large group, small group, peer group and mixed group.
5. Select one group from those described above and describe how they have helped and/or hindered that group's cooperation and effectiveness.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Help	Hinder	Define	Examples	Describe
1					
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Interpersonal Relations
Goal D
P.I. 1, 2, 3
Grade 7

PEER AND ADULT INTERACTION

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: Students will evaluate ways peers and adults interact in relation to the goals of behavior
Performance Indicator(s): Students are able to describe different ways that peers and adults interact, explain the goals of behavior, and evaluate ways peers and adults interact in relation to the goals of behavior.

Activity Objective

Students will describe situations where peers and adults interact, identify and give examples of the goals of misbehavior and positive behavior.

Activity

Total Time: two classes
Suggested Subject Matter Area: practical arts--family living or personal management
Materials/Resources: duplicate copies of resource pages for each student
Educator's Preparation: duplicate handout--be familiar with and be able to provide examples of behaviors and responses--further preparation can be obtained from following resources:

Dinkmeyer, D. and McKay, G. D. Systematic training for effective parenting (S.T.E.P.): Parent's Handbook. Circle Pines, Minn.: American Guidance Service, 1976.

Egan, G. The skilled helper. Monterey, California: Brooks/Cole Publishing Company, 1975.

Directions:

Discuss with class situations where students and adults interact. Talk about times when things did not go so well. Give handout on "Negative and Positive Behavior" and discuss, providing examples. Give handout on "Negative Behaviors." Have students identify behaviors, then discuss how that situation could be changed to a positive one.

Have students work in groups to create a scene demonstrating a particular behavioral goal. First act out the scene as negative and then with a positive goal. Students not acting should try to identify the goal being demonstrated.

EVALUATION: Students should be able to:
- describe 3 situations where peers and adults interact
- explain the goals of misbehavior and positive behavior
- choose 3 situations and evaluate the ways peers and adults interact according to the goals of behavior.

(See Evaluation Form for "Peer and Adult Interaction.")

Interpersonal Relations
Goal D
P.I. 1, 2, 3
Grade 7

NEGATIVE & POSITIVE BEHAVIORS

Goals of Negative Behavior

Belief	Goal	Other's Response
I belong only when I'm being noticed or served.	Attention-getting	Mad or annoyed
No one can tell me what to do.	Power	Fight or give in
Get them before they get you.	Revenge	Hurt or get even
I can't do it.	Display of inadequacy	Give up & do it yourself

Goals of Positive Behavior

I belong by contributing.	Attention Involvement Contribution	Helps, volunteers
I can decide & be responsible for my behavior.	Power, autonomy, Responsibility for own behavior	Self-discipline, Can do things for self
I am interested in cooperating.	Justice, fairness	Ignores people who hurt or tease
I can decide to withdraw from conflict.	Refuse to fight, Accept others' opinions	Ignore people who try to fight or get into power struggle

Interpersonal Relations
Goal D
P.I. 1, 2, 3
Grade 7

NEGATIVE BEHAVIOR

Identify the form of negative behavior being displayed in each of these situations:

(A) Attention getting
(P) Power
(R) Revenge
(D) Display of Inadequacy

A 1. Greg is always the last student to enter the classroom. When he does come in, he makes a lot of noise by talking, whistling, or throwing his books on his desk. When the teacher asks the students to open their books to a certain page, Greg loudly informs her that someone must have stolen his book.

R 2. Laura gets on at the last bus stop. No matter how crowded it is, she always picks a seat with one of the smaller kids and then kicks him or her out of the seat.

P 3. Mr. Frank has assigned the class an oral report on the science subject of their choice. When Betty is asked to tell what she is going to be talking about, she remains silent. When Mr. Frank asks if she would rather do a written report, Betty replies, "I'm not going to do <u>any</u> report, and you can't make me."

D 4. Steve never does his math assignments. Ms. Block shows him how to do problem after problem, but he never seems to learn how to do it for himself. Ms. Block asks another student to show him and eventually that student ends up doing all of Steve's problems.

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Peer and Adult Interaction
Interpersonal Relations Goal D Grade 7

Students are able to:

1. **Describe 3 situations where peers and adults interact.**
2. **Explain the goals of misbehavior and positive behavior.**
3. **Choose 3 situations and evaluate the ways peers and adults interact according to the goals of behavior.**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Peers/adults	Goals	Evaluate
1			
2			
3			
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SELECTED SEVENTH GRADE ACTIVITIES

EXPRESSING IDEAS

Expressing Ideas
Goal A
P.I. 3
Grade 7

Cinquain Poetry

Expressing Ideas

Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: Students will demonstrate skills necessary to express their opinions and beliefs in written form.
Performance Indicator(s): Students will be able to demonstrate an understanding of the different methods of expressing their opinions and beliefs in writing.

Activity Objective

Students will demonstrate an understanding of how to express their opinions and beliefs in various written forms.

Activity

Total Time: three or four class periods

Suggested Subject Matter Area: language arts

Materials/Resources: paper, pens, paints or markers

Educator's Preparation: Be familiar with entire activity

Directions:

Discuss Cinquain poetry. It has five lines.

Line 1: Name subject or ideas.

Line 2: Only two words which describe the subject.

Line 3: Has three words.

Line 4: Has four words.

Line 5: Only one word which sums up the poet's feelings or observations about the subject.

Tell the students that poetry, as an art, is to express an idea from your own point of view.

Write poem together on black board to get the idea across.

1) clouds
2) smooth, distant
3) white and smokey
4) creeping along the sky
5) mysterious

1) wilderness
2) breezy, scary
3) creeping with animals
4) fierce things all around
5) boundless

Have students write several poems during first class.

At next session, have students create paintings with tempera or water-coloron various sizes of paper.

Next session, they should letter the poem onto the painting using paint, marker or ink. It is helpful to practice lettering first before putting on painting. Students may also use descriptive lettering to carry on the mood of the poem.

EVALUATION: Students should be able to:
- demonstrate an understanding of poetry as a means of expressing opinions and beliefs

(See Evaluation Form for "Cinquain Poetry.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Cinquain Poetry

Expressing Ideas Goal A Grade 7

Students are able to:

1. **demonstrate an understanding of poetry as a means of expressing opinions and beliefs**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. poetry
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Expressing Ideas
Goal B
P.I. 1, 2, 3
Grade 7

Emotional Blocks to Assertive Behavior

Expressing Ideas
Goals B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will describe some of the emotional blocks to assertive behavior.
Performance Indicator(s): Students are able to describe some emotional blocks to assertive behavior, provide examples of situations when emotional blocks could have prevented or did prevent assertive behavior, and discuss how a person feels when emotional blocks consistently prevent assertive behavior.

Activity Objective

Students will describe 2 emotional blocks to assertive behavior, give examples of 2 situations, and discuss what results when one consistently prevents assertive behavior.

Activity

Total Time: one class
Suggested Subject Matter Area: language arts, English
Materials/Resources: handout on "Emotional Blocks to Assertiveness"
Educator's Preparation: duplicate handout--be familiar with emotional blocks and results of preventing assertive behavior.

Directions:

After briefly reviewing with students what assertive behavior is, ask them if they can remember a situation that called for assertive behavior. How did they feel? How did they feel? How did they act in response? Write their feelings on the board in four categories and then introduce two terms associated with emotional blocks. Discuss what happens in particular situations when a person does not assert his or her self and what the long-term effect could be.

Have students do "Emotional Blocks" worksheet. Tell them to imagine themselves in the situations described, write the number of the emotional blocks they would feel, and write how they would resolve the situation. Then have each student pick a situation from the sheet and role play it for the class using assertive behavior.

Finally, have the students write about a situation that affects them or someone they know. They should describe the situation, tell what emotional blocks are involved and explain how it may be resolved assertively. Their descriptions may be in the form of a diary entry, story, poem, or play.

EVALUATION: Students should be able to:
- describe two emotional blocks to assertive behavior (i.e., fear of failure, rejection, etc.)
- give two examples of situations when emotional blocks could have prevented or did prevent assertive behavior.
- discuss two ways a person might feel when emotional blocks consistently prevent assertive behavior, (i.e., guilt, anxious, fearful, etc.)

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(See Evaluation Form for "Emotional Blocks to Assertive Behavior.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Emotional Blocks to Assertive Bheavior
Expressing Ideas Goals B Grade 7

Students are able to:

1. Describe two emotional blocks to assertive behavior (i.e., fear of failure, rejection, etc.)
2. Give two examples of situations when emotional blocks could have prevented or did prevent assertive behavior.
3. Discuss two ways a person might feel when emotional blocks consistently prevent assertive behavior, (i.e., guilt, anxious, fearful, etc.)

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Blocks	Situation	Feelings
1			
2			
3			
4			
5			
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SELECTED SEVENTH GRADE ACTIVITIES

GATHERING AND PROCESSING INFORMATION

Gathering and Processing Info
Goal A
P.I.1, 2, 3
Grade 7

Settings

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will evaluate their feelings in a variety of settings.

Performance Indicator(s): Students will be able to determine the meaning of setting, provide examples of a variety of settings that they have experienced or are actually experiencing in their lives, and evaluate their feelings in a variety of settings.

Activity Objective

Students will discuss their feelings in a variety of settings.

Activity

Total Time: two class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with the class the meaning of the word "setting." The students should describe a setting as an aspect of the environment or surroundings. Brainstorm for 3 minutes all the settings the students can think of. They should include such settings as home, school, neighborhood, town, church, a job, and a national park.

Now review with the class the basic feelings of sadness, fear, surprise, anger, and pride. Allow them to choose approximately 10 of the settings generated in the brainstorming session. They are to write a paragraph for each setting, describing their feelings in it. The rest of the class period may be used.

Allow the next class period for students to share their paragraphs.

EVALUATION: Students should be able to:
- describe the meaning of setting
- provide 4 examples of different settings
- evaluate their feelings in 3 different settings.

(See Evaluation Form for "Settings.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Settings

Gathering and Processing Information Goal A Grade 7

Students are able to:

1. **Describe the meaning of setting.**
2. **Provide 4 examples of different settings.**
3. **Evaluate their feelings in 3 different settings.**

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Examples	Feelings
1			
2			
3			
4			
5			
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7			
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Gathering and Processing Info
Goal B
P.I. 1, 2
Grade 7

Leisure Activities

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: Students will relate their learning at school to their leisure activities.
Performance Indicator(s): Students will be able to describe what comprises leisure and identify their own leisure activities.

Activity Objective

Students will discuss leisure and what are some of their leisure activities.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: social studies
Materials/Resources: copy of resource page for each student
Educator's Preparation: be familiar with entire activity, duplicate copy of resource page for each student

Directions:

Discuss with the students their definitions for work and leisure. After everyone has a general idea of what work and leisure are, distribute copies of resource page to each student.

Allow all students adequate time to complete the ditto. Discuss the choices they made with the class (this should be voluntary) and the reasons for the choice made. Next have the students discuss which things on the list (or others) are their own leisure activities.

EVALUATION: Students should be able to:
- describe leisure
- identify 2 of their own leisure activities.

(See Evaluation Form for "Leisure Activities.")

Gathering and Processing Information
Goal B
P.I. 1, 2
Grade 7

Suggested for Use with "Leisure Activities."

Place a W by the activities that are work and an L by the ones that are leisure. If it is both, put B.

bird watching
plumbing
working in an office
farming
swimming
motorcycle riding
weight lifting
playing football
teaching
racing cars
writing
sewing
golfing
jogging
reading
trapping animals
logging
picking up eggs
cooking
selling ice cream
sailing
pumping gas
sleeping
picnicing
driving
fishing
patrolling the streets
running
hunting
painting
putting out fires
babysitting
riding horses
driving a bus
waiting on tables
putting together models
watching T.V.
gardening
listening to music
studying nature
flying planes
working on cars
building buildings
acting
reporting news
dancing
mowing the lawn
doing the dishes
typing
waxing the floor

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Leisure Activities

Gathering and Processing Information **Goal B** **Grade 7**

Students are able to:

1. **Describe leisure.**
2. **Identify 2 of their own leisure activities.**

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Identify
1		
2		
3		
4		
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SELECTED SEVENTH GRADE ACTIVITIES

RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities
Goal A
P.I. 1, 2
Grade 7

Understanding Family Rights and Responsibilities

Rights and Responsibilities
Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will describe the importance and benefits of understanding their family rights and responsibilities and discuss the benefits of understanding their family rights and responsibilities.

Activity Objective

Students will discuss the importance and benefits of understanding their family rights and responsibilities.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students their family rights and their family responsibilities. Ask students to name some of the rights and responsibilities they can recall from their own families. Ask them to pick which of the rights and responsibilities their families place greater emphasis on. Point out and discuss how some are emphasized more in one family than another.

Divide the class into small groups. One half of the groups will discuss why it is important to understand their family's rights and responsibilities. The other groups will discuss some of the benefits of understanding their family rights and responsibilities. Have a spokesman for each group share with the class what they discussed.

EVALUATION: Students should be able to:
- discuss how different families place differing emphasis on rights and responsibilities
- discuss why it is important to understand their family rights and responsibilities
- discuss 2 benefits of understanding their family rights and responsibilities.

(See Evaluation Form for "Understanding Family Rights & Responsibilities.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Understanding Rights and Responsibilities

Rights and Responsibilities Goal A Grade 7

Students are able to:

1. Discuss how different families place differing emphasis on rights and responsibilities.
2. Discuss why it is important to understand their family rights and responsibilities.
3. Discuss 2 benefits of understanding their family rights and responsibilities.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Emphasis	Important	Benefits
1			
2			
3			
4			
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School Environment

Rights and
Responsibilities
Goal B
P.I. 1, 2, 3
Grade 7

Rights and Responsibilities
Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: Students will analyze the school as a learning enviornment and describe its effects on them.
Performance Indcator(s): Students will be able to describe the services the extracurricular activities and the curriculum their school provides which contribute toward its being a learning environment and describe how their school as a learning environment affects them.

Activity Objective

Students will discuss the various aspects of school as a learning environment and the affects on them.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Divide the class into 3 groups. Tell them they will be brainstorming and discussing various aspects of the school's learning environment. One group will be "services." This area includes such things as counseling, library, advisory system. The second group will be "extracurricular activities." This includes such things as sports, science club, social activities. The third group will be "curriculum." This will include aspects of the school's curriculum such as science, math and physical education. Allow 10 - 15 minutes for each group to discuss their area and come up with as many aspects to each as they can.

As a class, have each group share their findings. Discuss how this helps to make up their total school learning environment. Discuss how this affects them. They should include which services, extracurricular activities, and curriculum subjects that they make use of.

EVALUATION: Students should be able to:
describe 3 services, 2 extracurricular activities, and 5 aspects of the curriculum that their school provides
describe which of the above they make use of
describe 2 ways the curriculum affects them.

(See Evaluation Form for "School Environment.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

School Environment
Rights and Responsibilities Goal B Grade 7

Students are able to:

1. Describe 3 services, 2 extracurricular activities, and 5 aspects of the curriculum that their school provides.
2. Describe which of the above they make use of.
3. Describe 2 ways the curriculum affects them.

Check (✔) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	They Use	Affects
1			
2			
3			
4			
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7			
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Rights and Responsibilities
Goal D
P.I. 1, 2
Grade 7

Budgeting

Rights and Responsibilities
Goal D: (Consumer) **Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.**
Competency: Students will analyze their families' spending patterns.

Performance Indicator(s): Students will be able to describe those expenditures their families are responsible for and discuss the different types of spending patterns that exist.

Activity Objective

Students will discuss different spending patterns of their families and others.

Activity

Total Time: one or two class periods
Suggested Subject Matter: mathematics
Materials/Resources: sample budget page for each student, sample budget
Educator's Preparation: prepare sample budget, be familiar with entire activity

Directions:

Ask the students to make a sample budget using the particular occupation they are now interested in. Hand out copies of the sample budget page to each student. Show them copies of the budget prepared to look at. Discuss with the class all the items needed in the budget that their family is responsible for. Include such things as:

- rent or house payments
- utilities
- medical bills
- clothing
- food and household goods
- transportation costs
- entertainment
- gifts.

Have the class discuss what they included in their budgets. Discuss with them how they actually budget their money. Do they plan for what they want and save for it, or do they just buy something on impulse? Have them point out the benefits and drawbacks of both methods and discuss which they feel is the better one.

EVALUATION: Students should be able to:

- describe the types of expenditures their parents, their siblings, and they are responsible for and recognize these vary from family to family
- discuss the pros and cons of the two different types of spending patterns.

(See Evaluation Form for "Budgeting.")

Rights and Responsibilities
Goal D
P.I. 1, 2
Grade 7

SAMPLE BUDGET FOR - NAME _____

Future Occupation:

Wages per year:

Wages per month:

Wages per week:

Expenditures for Month:

Expenditures for Year:

Balance of Income & Expenses:

Rights and
Responsibilities
Goal D
P.I. 3
Grade 7

Library Search

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: Students will analyze their families' spending patterns.
Performance Indicator(s): Students will be able to privately analyze the spending patterns of their family members.

Activity Objective

Students will analyze the spending patterns of their family members.

Activity

Total Time: one of two class periods
Suggested Subject Matter Area: language arts
Materials/Resources: library magazines
Educator's Preparation: reserve library

Directions:

Show a film strip about the different consumer magazines available, what they are used for and how they can be of help to them as a consumer. (You do not have to have the film strip. It works just as well without it.) Have the students choose something their parents have bought recently and then check consumer magazines to see if they chose the one that has been tested to be the best. They should write a short review of what they read in the article they chose.

Discuss what types of spending patterns their families used. In this discussion they should show examples of when the budgeting pattern was used, the see/buy pattern was used, and a summary of which of the two spending patterns the family uses most often.

Discuss how important it is to plan the use of money, especially when there are many expenditures the family is responsible for.

EVALUATION: Students should be able to:

- give example situations of when family members have used the budgeting and the see/buy patterns of spending money
- give a summary of which spending pattern family members use most often
- acknowledge that the more expenditures one is responsible for, the more important planning money use is.

(See Evaluation Form for "Library Search.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Budget*Library Search**
Rights and Responsibilities Goal D Grade 7

Students are able to:

1. Describe the types of expenditures their parents, their siblings, and they are responsible for and recognize how these vary from family to family.
2. Discuss the pros and cons of two different types of spending patterns.
3. Give example situations of when family members have used the budgeting and give the see/buy patterns of spending money.
4. Give a summary of which spending pattern family members use most often.
5. Acknowledge that the more expenditures one is responsible for, the more important planning money use is.

Check (✓) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Types	Pros & Cons	Patterns	Summary	Planning
1					
2					
3					
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Rights and
Responsibilities
Goal E
P. I. 1, 2, 3
Grade 7

Producer Rights and Responsibilities

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will describe the general rights and responsibilities of producers.
Performance Indicator(s): Students will be able to describe the general rights of producers, describe the general responsibilities of producers, and explain how these general rights and responsibilities can apply to different producers.

Activity Objective

Students will discuss how rights and responsibilities apply to different producers.

Activity

Total Time: 1 class period
Suggested Subject Matter Area: social studies
Materials/Resources: copy of resource page for each student
Educator's Preparation: duplicate copy of resource page for each student, be familiar with entire activity

Directions:

Hand out copies of resource page to each of the students and divide them into small groups of 4 or 5 students. Ask each group to discuss and complete their sheets, deciding whether each listing is a producer responsibility or a producer right. Some might be both. Ask the groups to think of at least 3 other things to add to the list.

After a sufficient time is allowed for this portion of the activity, ask the groups to think of 3 producers of different age levels. The groups should then discuss how the items on the list can apply to these different age levels.

Allow some time for each group to share what they learned with the class.

EVALUATION: Students should be able to:
- describe 2 examples of their rights as producers and why they are entitled to these
- describe 2 examples of their responsibilities as producers and why those are necessary
- identify 3 producers of different age levels and how producer rights and responsibilities apply to them.

(See Evaluation Form for "Producer Rights and Responsibilities.")

Resource Page for "Producer Rights and Responsibilities."

In the following list, put a 1 beside each thing you feel is a producer right. Put a 2 beside each thing you feel is a producer responsibility.

- cooperation with fellow workers
- respect for a task well done
- best effort toward successful task accomplishment
- intrinsic and/or extrinsic reward
- generating interest in the task
- cooperation with employers
- understanding how to accomplish the task
- punctual arrival

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

Producer Rights and Responsibilities

Rights and Responsibilities Goal E Grade 7

Students are able to:

1. Describe 2 examples of their rights as producers and why they are entitled to these.
2. Describe 2 examples of their responsibilities as producers and why those are necessary.
3. Identify 3 producers of different age levels and how producer rights and responsibilities apply to them.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Rights	Responsi-bilities	Apply
1			
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SELECTED SEVENTH GRADE ACTIVITIES

VALUING AND DECISION MAKING

Valuing and
Decision-Making
Goal A
P.I. 1, 2, 3
Grade 7

Value Ranking

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will compare and contrast others values.
Performance Indicator(s): Students will be able to provide examples of others' values, compare and contrast others' values, and analyze why others may have differing values.

Activity Objective

Students will provide examples of others' values and compare, contrast, and analyze others' values.

Activity

Total Time: two class period
Suggested Subject Matter Area: social studies
Materials/Resources: copies of "What Would You do?" and "My Analysis of Another's values" worksheet
Educator's Preparation: duplicate enough copies of "What Would You Do?" survey sheet and "My Analysis of Another's Values" worksheet for one for each student, be familiar with the entire activity

Directions:

Explain to the class that you are going to give them a survey sheet which asks questions which will require them to look deeper into themselves and make a value judgement. The survey gives them three alternative choices for responding to each question and ask them to rank order these choices according to their own value-laden preferences.

Ask students NOT to put their names on the survey sheet. Allow time for students to complete the surveys.

Collect the survey sheets and then pass them back out in a random order, insuring that no one gets his/her own paper.

Have students review the other person's survey sheet while you pass out a copy of "My Analysis of Another's Values" worksheet. Have them fill in the worksheet according to their analysis or interpretation of the other person's survey sheet.

Valuing & Decision-Making
Goal A
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:

- provide two examples of things others seem to value
- base their comparisons upon whether values seem to be directed inwardly or outwardly and whether values are action or object-oriented
- include two reasons in their analysis

(See Evaluation Form for "Value Ranking.")

Valuing and Decision-Making
Goal A
P.I. 1, 2, 3
Grade 7

"WHAT WOULD YOU DO?"

1. If you were with your family in a boat that capsized far from shore and there were only one life preserver would you

   ____ save you wife/husband
   ____ save one of your children
   ____ save yourself

2. If you were stranded on a deserted island which would you rather have with you?

   ____ the Bible
   ____ the complete works of Shakespeare
   ____ the history of civilization

3. Which of these would be most difficult for you to accept?

   ____ the death of a parent
   ____ the death of a spouse
   ____ your own death

4. How would you break off a three year relationship with someone you've been dating steadily?

   ____ by telephone
   ____ by mail
   ____ in person

5. Which of these jobs would you like most?

   ____ school teacher on an Indian reservation
   ____ director of an inner city project
   ____ coordinator of social action projects for a liberal suburban church

6. What is the worst thing you could find out about your teenager?

   (Does the sex make any difference?) ____

   ____ that he/she has been shoplifting
   ____ that he/she is a high school dropout
   ____ that he/she is promiscuous

Valuing and Decision-Making
Goal A
P.I. 1, 2, 3
Grade 7

7. Which would you be more concerned about as you grow older?

_____ lung cancer

_____ overweight

_____ declining vision

Valuing and Decision-Making
Goal A
P.I. 1, 2, 3
Grade 7

MY ANALYSIS OF ANOTHER'S VALUES

1. Give two examples of things this person seems to value.

_____

_____

2. Do you think this person's values are inwardly or outwardly directed?

_____

What in the survey do you base your answer on?

_____

_____

3. Do you think this person's values are action or object-oriented?

_____

What in the survey do you base your answer on?

_____

_____

4. Why do you think this person's values are as you described them? (i.e., what in this person's past experience may have contributed to their present value system?)

_____

_____

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_____

_____

_____

_____

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Value Ranking

Valuing & Decision-Making Goal A Grade 7

Students are able to:

1. Provide two examples of things others seem to value.
2. Base their comparisons upon whether values seem to be directed inwardly or outwardly and whether values are action or object oriented.
3. Include two reasons in their analysis.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples	Comparisons	Reasons
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Valuing and Decision-Making
Goal B
P. I. 1, 2, 3
Grade 7

Values and Opinions in Decision Making

Valuing and Decision-Making
Goal B: **Students will develop and incorporate an understanding of the decision-making process.**
Competency: Students will describe the importance of examining their values and opinions when making a decision.
Performance Indicator(s): Students will be able to describe the effects of values and opinions upon the decision-making process, describe the effects when one's own values and opinions are not considered in the decision-making process, and describe some examples of decisions that rely on consideration of values and opinions.

Activity Objective

Students will discuss the importance and effects of values and opinions in the decision-making process.

Activity

Total Time, one class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students the definitions of value (a very strong feeling about something) and opinion (inclination or feeling toward something). Discuss with the students how they think values and opinions affect the decision-making process. The conclusion should be similar to: everyone views the world differently and decisions are based on their view of the world. More conviction and confidence exists when a decision is based on a value, or people will tend to own their own decision when it is based on their opinions or values.

Discuss what could happen when someone makes a decision without considering their own values and opinions. The students should conclude that the person deciding will have less conviction, confidence, feelings of decision-ownership, or satisfaction with the results.

Ask students to privately write a paragraph or two describing some decisions that rely on consideration of values or opinions. Some example topics are:

- decision to lie/value of honesty
- decision to use dope/value of one's own health
- decision to kill/value of human life
- decision to cut classes/value of an education.

Allow several minutes for students to complete their paragraphs. Call for volunteers to read and discuss theirs with the class.

EVALUATION: Students should be able to:

- describe 2 effects of values and opinions on the decision-making process
- describe 2 effects when one's own values and opinions are not considered in the decision-making process
- describe 3 examples of decisions that rely on consideration of values and opinions.

(See Evaluation Form for "Values and Opinions in Decision Making.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Values and Opinions in Decision-Making

Valuing & Decision-Making **Goal** B **Grade** 7

Students are able to:

1. Describe 2 effects of values and opinions on the decision-making process.
2. Describe 2 effects when one's own values and opinions are not considered in the decision-making process.
3. Describe 3 examples of decisions that rely on consideration of values and opinions.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Effects	Not Considered	Examples
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2			
3			
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SELECTED SEVENTH GRADE ACTIVITIES

ACHIEVEMENT MOTIVATION

Achievement Motivation
Goal A
P.I. 1, 2, 3
Grade 7

3 Approaches

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and goal-setting.
Competency: Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.
Performance Indicator(s): Students will be able to review what planning, trial-and-error and goal-setting mean; describe situations where they have seen others use the trial-and-error approach, planning and goal-setting; and evaluate the results of others using the trial-and-error approach, planning and goal-setting.

Activity Objective

Students will discuss the trial-and-error, planning, and goal-setting approaches.

Activity

Total Time: one or two class period
Suggested Subject Matter Area: language, social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Review with the students the planning, trial-and-error, and goal-setting approaches. Describe the planning process as the process of thinking ahead about how to do something, preparing before doing, outlining how and when a task should be done. The trail-and-error approach invloves randomly trying different ways of doing something until the right way is found. The goal-setting approach involves determining something they desire and aiming and striving to achieve that goal. This can be a form of planning.

Divide the students into 3 equal groups. Assign one group trial-and-error, the next group planning, and the last group goal-setting.

Ask each group to write a short play describing a situation when an individual uses the approach they have been assigned to complete a task. The situation can be a real one they have seen, or an imaginary one.

Allow the rest of the period, or an adequate length of time for students to work on their plays.

Achievement Motivation
Goal A
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:
- describe planning trail-and-error, and goal-setting approaches to task accomplishment
- describe situations using the trial-and-error, planning, and goal-setting approaches
- evaluate the results of the 3 approaches

(See Evaluation Form for "3 Approaches.")

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Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

3 Approaches

Achievement Motivation **Goal** A **Grade** 7

Students are able to:

1. Describe planning, trial-and-error, and goal-setting approaches to task accomplishment.
2. Describe situations using trial-and-error, planning, and goal-setting approaches.
3. Evaluate the results of the 3 approaches.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Describe	Situations	Evaluate
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SELECTED SEVENTH GRADE ACTIVITIES

PROBLEM SOLVING

Problem-Solving
Goal A
P. I. 1, 2, 3
Grade 7

Solving Problems

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: Students will explore the problem-solving process and how listening and talking help to solve problems.
Performance Indicator(s): Students will be able to describe a basic problem-solving format, explain how reflective listening, I-messages, and non-verbal communication help to solve problems, and evaluate how people help each other through listening and talking to solve problems.

Activity Objective

Students will discuss how listening and talking contribute to the problem-solving process.

Activity

Total Time: one class period
Suggested Subject Matter Area: language
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Discuss with students the basic problems-solving format. This includes:

- pinpoint the problem
- brainstorm for solutions
- evaluate the ideas and choose a course of action
- make a commitment
- act upon the chosen solution
- re-evaluate the solution.

Be sure everyone understands these basic steps. Explain the meanings of reflective listening, I-messages, and non-verbal communication. Reflective listening is listening to understand the speaker's feelings, including a repetition of the basic content or feeling of the message received. I-messages means expressing their feelings in response to another's actions or messages. Non-verbal communication involves body-language and/or silence: sending messages without speaking.

Discuss how these can help in the problem solving process. Ask for specific examples of times when these would prove helpful in solving problems.

Problem Solving
Goal A
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:

- describe the problem solving format in their own words
- explain the meanings of reflective listening, I-messages, and nonverbal communication
- evaluate 3 examples of helping others through reflective listening, I-messages, nonverbal communication, or a problem solving format.

(See Evaluation Form for "Solving Problems.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Solving Problems

Problem Solving **Goal** A **Grade** 7

Students are able to:

1. Describe the problem solving format in their own words.
2. Explain the meanings of reflective listening, I-messages, and nonverbal communication.
3. Evaluate 3 examples of helping others through reflective listening, I-messages, nonverbal communication, or a problem solving format.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Problem Solving	Meanings	Evaluate
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Problem-Solving
Goal B
P. I. 1, 2, 3
Grade 7

Obsolete Jobs

Problem-Solving
Goal B: **Students will develop and incorporate the ability to anticipate and cope with change.**
Competency: Students will predict ways in which some present careers may be different in the future.
Performance Indicator(s): Students will be able to provide examples of some present careers, predict how the expectations of those careers may be different in the future, and predict how the work environment for those careers may be different in the future.

Activity Objective

Students will discuss how some present careers may change in the future.

Activity

Total Time: one class period
Suggested Subject Matter Area: social studies
Materials/Resources: none
Educator's Preparation: be familiar with entire activity

Directions:

Dividing the students into groups, have each group compile a list of jobs that have been made almost totally obsolete by each of the following inventions: the automobile, the diesel train, the computer, and the modern sawmill.

After discussing their lists of answers to the first part, have the groups compile a list of jobs available today that may become obsolete in future years.

Discuss how expectations for careers and the work environment could be different in the future. Include in this discussion such things as:

- how expectations concerning preparation may change
- how expectations on the job may change
- how stereotypes connected with careers may change
- how work facilties may change
- how tools necessary for those careers may change
- how worker relationships may change.

Problem Solving
Goal B
P.I. 1, 2, 3
Grade 7

EVALUATION: Students should be able to:

- provide 2 examples of present careers
- predict how the expectations of those careers may be different in the future
- predict how the work environment for those careers may be different in the future.

(See Evaluation Form for "Obsolete Jobs.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

Obsolete Jobs

Problem Solving **Goal** B **Grade** 7

Students are able to:

1. Provide 2 examples of present careers.
2. Predict how the expectations of those careers may be different in the future.
3. Predict how the work environment for those careers may be different in the future.

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	Examples	Expectations	Environment
1			
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SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding
Goal A
P.I.
Grade 7

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will distinguish between things helpful and things harmful to physical health.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal B
P.I.
Grade 7

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will analyze how their characteristics and abilities can be expanded.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade 7

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will evaluate the relationships between mass media and self-control.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal A
P.I.
Grade 7

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will explain how communcations skills contribute toward work within a group.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade 7

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency: Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal C
P.I.
Grade 7

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 7

Interpersonal Relations
Goal D: **Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.**
Competency: Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade 7

Expressing Ideas
Goal A: **Students will develop and incorporate an understanding of various methods of expression in their daily lives.**
Competency: Students will demonstrate skills necessary to express their opinions and belief in written form.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal B
P.I.
Grade 7

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will describe some of the emotional blocks to assertive behavior.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal A
P.I.
Grade 7

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will evaluate their feelings in a variety of settings.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal B
P.I.
Grade 7

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: Students will relate their learning at school to their leisure activities.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

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Gathering and Processing Info
Goal C
P.I.
Grade 7

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: Students will analyze the effects information can have on stereotypes.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal A
P.I.
Grade 7

Rights and Responsibilities
Goal A: (Individual) Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will describe the importance and benefits of understanding their family rights and responsibilities.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and Responsibilities
Goal B: (Learner) Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: Students will analyze the school as a learning environment and describe its effects on them.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal C
P.I.
Grade 7

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: Students will describe the legal rights and responsibilities they have as citizens of their towns and state.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal D
P.I.
Grade 7

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will analyze their families' spending patterns.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade 7

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will describe general rights and responsibilities of producers.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal A
P. I.
Grade 7

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: Students will compare and contrast others' values.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal B
P. I.
Grade 7

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: Students will describe the importance of examining their values and opinions when making a decision.
Performance Indicator(s):

Activity Objective

Activity

Total Time,
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal C
P. I.
Grade 7

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency: Students will describe decisions they have made that were based on their values and opinions.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. I.
Grade 7

Achievement Motivation
Goal A: **Students will develop and incorporate skill in planning and setting goal goals.**
Competency: Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade 7

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe methods and effects of evaluating achievement.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal A
P. I.
Grade 7

Problem-Solving
Goal A: **Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.**
Competency: Students will explore the problem-solving process and how listening and talking help to solve problems.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal B: **Students will develop and incorporate the ability to anticipate and cope with change.**
Competency: Students will predict ways in which some present careers may be different in the future.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

SEVENTH GRADE GUIDANCE CURRICULUM GUIDE

AND

PROGRESS REPORT

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 2	Students will distinguish between things helpful and things harmful to physical health.	Students are able to: 1. provide examples of things harmful to physical health. 2. provide examples of things helpful to physical health. 3. compare and contrast those things in their lives that are helpful and those that are harmful to their physical health.	Students are able to: 1. provide five examples of things harmful to physical health (i.e., gluttony, misuse of drugs and alcohol, smoking, dressing inappropriately, not taking safety precautions, not eating the right kinds of foods, etc.). 2. provide five examples of things helpful to physical health (i.e., exercise, good eating habits, enough sleep, dressing appropriately, taking safety precautions, brushing teeth, bathing, etc.). 3. specify three helpful things and two harmful things they have done or are doing; base their comparisons upon those examples and the effects upon their physical health. * demonstrate observable behaviors (i.e., indications of a willingness-not always mastery--to maintain a health body as described in #2.)
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how their characteristics and abilities can be expanded.	Students are able to: 1. compare and contrast past and present characteristics and abilities of self and others at different age levels.	Students are able to: 1. a) review the meanings of characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.) b) compare the past and present characteristics and abilities of themselves at birth, age three, age seven, and present age. At least two characteristics and two abilities should be compared at each age.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain how their characteristics and abilities have been expanded in the past. 3. explain that their characteristics and abilities can be further developed with both time and effort.	2. explain three causes for expansion and change such as time, needs, interests, limitations (physical, financial...), etc. 3. explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from others and self. * demonstrate observable behaviors (i.e., indications of an attempt to further develop their characteristics and abilities within the school setting, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the relationship between mass media and self-control.	Students are able to: 1. provide examples of mass media. 2. provide examples and evaluate how self-control could benefit from mass media.	Students are able to: 1. provide four examples of mass media, (i.e., radio, television, newspapers, movies, magazines, books, etc.) 2. include the following points and two examples for each in their evaluation: • mass media can encourage self-control (i.e., television shows such as Mr. Rogers, Fat Albert, Sesame Street, afternoon childrens' specials, etc.; books or articles dealing with taking responsibility; etc.). • mass media can present additional and accurate information (i.e., consumer reports on radio or television, consumer journals, informative and accurate advertising and news reports, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. provide examples and evaluate how mass media could possibly hinder self-control.	3. include the following points and two examples for each in their evaluation: • mass media could hinder self-control when the listener, viewer, or reader lacks emotional maturity or stability (i.e., young or impressionable children, persons under too much stress who do not have an emotional release, etc.) • mass media could hinder self-control when the listener, viewer, or reader lacks the necessary information to make a good judgment (i.e., lack of experience in young persons, false or misleading advertising, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses, or indicate upon request those types of mass media they are in contact with which encourage or discourage their own self-control, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will explain how communications skills contribute toward work within a group.	Students are able to: 1. explain the communications skills demanded of the four major roles that develop during group interaction.	Students are able to: 1. a) describe the four major roles that develop during group interaction: leader, listener, gatekeeper, and advocate. b) explain three communications skills needed by each of the following: • leader (i.e., attentiveness, timing, listening for content and to remember, listening for feelings, I-messages, speaking distinctly and with appropriate voice level, appropriate nonverbal responses, etc.). • listener (i.e., attentiveness, timing, listening for feelings, etc.); • gatekeeper (i.e., timing, listening for content and feelings, messages, nonverbal communications, etc.); advocate (i.e., attentiveness, timing, listening for content and feelings, I-messages, effective nonverbal responses, etc.). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay; Parent Effectiveness Training by T. Gordon.
		2. discuss how these skills contribute toward getting tasks accomplished within group interaction.	2. base their discussion upon two skills for each of the four roles and analyze how these skills contribute toward task accomplishment.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain how the lack of communication skills hinders group interaction and task accomplishment.	3. base their explanation upon a lack of one skill for each of the four roles and describe how group interaction would be hindered and tasks might not be accomplished. * demonstrate observable behaviors (i.e., growing ability to communicate effectively within a group setting in order to accomplish the designated task, etc.).
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.	Students are able to: 1. explain why a person would desire an effective family relationship. 2. analyze the beliefs and skills that make up the process of establishing effective family relations.	Students are able to: 1. explain at least two reasons why someone would desire an effective family relationship (i.e., fulfilling needs, companionship, someone who cares about and loves the real you, someone you can love and care about, etc.). 2. base their analysis upon at least four of the following six beliefs and skills: • the belief that all persons are equal in worth and dignity • showing respect to each family member • listening skills • communications skills • cooperation • skill in handling disagreement or conflict * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicates upon request what beliefs and skills contribute toward an effective family relationship, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.	Students are able to: 1. explain how specific behaviors can help group cooperation and effectiveness. 2. explain how specific behaviors can hinder group cooperation and effectiveness.	Students are able to: 1. include in their explanation four of the following five examples: • listening • taking turns • paying attention • participation • encouragement (define encouragement as focusing on assets and strengths to build self-confidence and esteem). 2. include in their explanation four of the following five examples: • interrupting • not paying attention • not getting involved • trying to do all the work themselves • discouragement (define discouragement as focusing on mistakes and weaknesses to erode self-confidence and esteem; discouragement results in negative behavior).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. indicate groups they belong to and how they help or hinder the groups' cooperation and effectiveness.	3. a) define a group as two or more persons gathered together because of a common interest or purpose. b) indicate three out of the four following examples of groups they belong to: • large groups (e.g., large club, 7th grade class at school, church, etc.) • small group (e.g., small class at school, extracurricular group after school, club or organization, etc.) • peer group (e.g., Boy Scouts, Girl Scouts, clubs, class at school, neighborhood gang, etc.) • mixed group: adults and youth (e.g., church, school system, community organization, the family, etc.). c) select one group from those described in #3b and describe how they have helped and/or hindered that group's cooperation and effectiveness. * demonstrate observable behaviors (i.e., exhibit a growing ability to operate with cooperation and effectiveness in a group setting, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.	Students are able to: 1. describe different ways that peers and adults interact. 2. explain the goals of behavior. 3. evaluate ways peers and adults interact in relation to the goals of behavior.	Students are able to: 1. describe three different situations where peers and adults interact. 2. a) explain the goals of misbehavior (i.e., attention, power, revenge, and display of inadequacy). b) explain the goals of positive behavior (i.e., attention/involvement/contribution/ power autonomy/responsibility for own behavior, justice/fairness, withdrawal from conflict/ refusal to fight/acceptance of others' opinions). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay. 3. choose three different situations and evaluate the ways peers and adults interact with each other according to the goals of behavior • what is the goal of behavior. • what is the belief underlying the behavior. • how is the adult involved supporting the belief or trying to change the belief underlying the behavior. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the goals of behavior they presently and/or desire to operate from, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will demonstrate skills necessary to express their opinions and beliefs in written form.	Students are able to: 1. demonstrate skills necessary for satisfactory writing. 2. demonstrate skills necessary for logically expressing their opinions and beliefs in writing. 3. demonstrate an understanding of the different methods of expressing their opinions and beliefs in writing.	Students are able to: 1. *a) demonstrate ability to write legibly. *b) demonstrate use of an effective vocabulary. *c) demonstrate skill in use of grammar and sentence structure. *d) demonstrate skill in spelling. *e) demonstrate skill in punctuation and capitalization. 2. *a) demonstrate skill in using the outline form. *b) demonstrate ability in presenting a logical sequence of thoughts. 3. *a) demonstrate an understanding of how to appropriately write a letter. *b) demonstrate an understanding of poetry and prose as means of expressing opinions and beliefs. *c) demonstrate an understanding of how to write papers as a means of expressing opinions and beliefs.
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe some of the emotional blocks to assertive behavior.	Students are able to: 1. describe some emotional blocks to assertive behavior. 2. provide examples of situations when emotional blocks could have prevented or did prevent assertive behavior.	Students are able to: 1. describe two emotional blocks to assertive behavior (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desire to have everyone like them, etc.). 2. provide two examples of situations when emotional blocks could have prevented or did prevent assertive behavior.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss how a person feels when emotional blocks consistently prevent assertive behavior.	3. discuss two ways a person feels when emotional blocks consistently prevent assertive behavior (i.e., anxious, fearful, has little dignity or self-respect, guilt-laden, as if they are at the mercy of the world, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those emotional blocks they have that might prevent assertive behavior when safe and appropriate, etc.).
Content: IV Gathering & Processing Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will evaluate their feelings in a variety of settings.	Students are able to: 1. determine the meaning of setting. 2. provide examples of a variety of settings that they have experienced or are actually experiencing in their lives. 3. evaluate their feelings in a variety of settings.	Students are able to: 1. define the meaning of setting as an aspect of the environment or surroundings. 2. provide four examples of different settings (i.e., home, school, neighborhood, town, church, a job, a national park, etc.). 3. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) evaluate their feelings in three different actual settings. * demonstrate observable behaviors (i.e., acknowledge through recognition responses or indicate upon request their feelings during experiences in the school environment, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will relate their learning at school to their leisure activities.	Students are able to: 1. describe what comprises leisure. 2. identify their own leisure activities. 3. relate school academic and social experiences to their performance of leisure activities.	Students are able to: 1. describe leisure as a time for recreation and relaxation; freedom from work. 2. identify two of their own leisure activities. 3. relate school experiences (both in and out of the classroom) to the leisure activities identified in #2 (i.e., P.E. class/playing basketball; reading/ reading magazines; math/bowling, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their leisure activities; etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze the effects information can have on stereotypes.	Students are able to: 1. describe how stereotypes are transferred from one person to another.	Students are able to: 1. describe two ways stereotypes are transferred from one person to another (i.e., parental influence, mass media, sharing ideas and experiences with a friend, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain how information can effect existing stereotypes.	2. a) include in their explanation one example of how information can confirm their stereotypes (i.e., reading statistical proof, repetitive experience, etc.). b) include in their explanation one example of how information can change or eliminate their stereotypes (i.e., reading contradictory statistics, exposure to accurate job information, repetitive experience opposing their stereotype, etc.).
		3. describe the benefits of transferring information rather than transferring stereotypes.	3. describe two benefits of transferring information (i.e., information can be substantiated, information does not limit choices like stereotypes do, information is more accurate and is based on fact, etc.). * demonstrate observable behaviors (i.e., exhibit a growing attitude of desiring accurate information when confronted with a generalization or stereotype, tends to transfer accurate information about others instead of transferring any inaccurate stereotypes, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 2	Students will describe the importance and benefits of understanding their family rights and responsibilities.	Students are able to: 1. discuss the importance of understanding their family rights and responsibilities. 2. discuss the benefits of understanding their family rights and responsibilities. 3. describe how understanding their family rights and responsibilities has affected their lives.	Students are able to: 1. a) discuss how different families place differing emphasis on rights and responsibilities. b) discuss that it is important to understand their family rights and responsibilities so that they will know what is expected of them and what to expect from other family members. 2. discuss two benefits of understanding their family rights and responsibilities (i.e., family members have the security of knowing what others expect of them, family members can have empathy for others who are trying to fulfill responsibilities, family members know what to contribute to have a satisfactory family life, family members are able to communicate more effectively to other members when rights are not being met, etc.). 3. describe two ways in which understanding their rights and responsibilities has affected their lives (i.e., by knowing what is expected of them, they have increased their responsibilities and thus increased their rights; more effective communication between family members; more understanding for what other members are trying to do; etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the benefits of understanding family rights and responsibilities, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 2	Students will analyze the school as a learning environment and describe its effects on them.	Students are able to: 1. describe the services their school provides which contribute toward its being a learning environment. 2. describe the extracurricular activities their school provides which contribute toward its being a learning environment. 3. describe the curriculum their school provides which contributes toward its being a learning environment. 4. describe how their school as a learning environment affects them.	Students are able to: 1. describe three services their school provides (i.e., counseling, advisory system, library, provision for regular and inexpensive lunches, etc.). 2. describe two extracurricular activities their school provides (i.e., sports activities, curriculum-based clubs such as science club, other organizations, social activities such as dances, etc.). 3. describe five major aspects of the curriculum their school provides (i.e., sciences, language arts, math, social sciences, fine arts, physical education, practical or manual arts, etc.). 4. a) describe those services they make use of in their school b) describe any extracurricular activities they participate in at their school c) describe how the curriculum of their school affects them according to the following points: • the importance of a balanced curriculum • those aspects of the curriculum they prefer • how they plan to take advantage of their school's curriculum d) describe how school as a well-rounded learning environment encourages them to learn about themselves and the world around them. * demonstrate observed behaviors (i.e., take advantage of school activities or services that interest them, demonstrate recognition responses or indicate upon request how their school helps them learn, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 2	Students will describe the rights and responsibilities they have as citizens of their towns and state.	Students are able to: 1. identify the rights and responsibilities they have as citizens of their towns. 2. identify the rights and responsibilities they have as citizens of their state. 3. provide examples of how they use their state rights and responsibilities.	Students are able to: 1. a) become familiar with their town charter. b) identify three rights and responsibilities they have (or will have) as a citizen of their town. 2. a) become familiar with their state constitution b) identify three rights and responsibilities they have (or will have) as citizens of their state. 3. provide one example of how they use their rights and carry out their responsibilities as citizens of their state (i.e., make use of their school facilities, abide by state laws, receive adequate health care, etc.). * demonstrate observable behaviors (i.e., demonstrate a beginning interest in citizen activities within their towns, demonstrate recognition responses or indicate upon request how citizen rights and responsibilities affect their lives, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 2	Students will analyze their families' spending patterns.	Students are able to: 1. describe those expenditures families are responsible for.	Students are able to: 1. a) describe the types of expenditures parents or guardians are actually responsible for (i.e., rent or house payments, utilities, medical bills, clothing, food and household goods, furniture, transportation costs, etc.). b) describe the types of expenditures siblings could be responsible for (if applicable). c) describe the types of expenditures persons their age are responsible for (i.e., clothing, school supplies, entertainment, gifts, etc.). d) recognize that types and amounts of expenditures vary from family to family.

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss the different types of spending patterns that exist.	2. include in their discussion the two following types of spending patterns: • planning or budgeting • seeing something and buying it--no specific planning beforehand.
	3. privately analyze the spending patterns of their family members.	3. include the following in their analysis: • example situations when family members have used the budgeting pattern of spending • example situations when family members have used the see/buy pattern of spending • summary of which spending pattern family members tend to use most often (i.e., parents use budgeting, younger siblings use the see/buy pattern, etc.) • acknowledgement that the more one is responsible for spending money for necessities (i.e., shelter, food, clothing, etc.), the more important it is to plan the use of money.
		* demonstrate observable behavior (i.e., demonstrate recognition responses or indicate upon request which type of spending pattern they use most frequently and why they use that pattern; exhibit a growing appreciation for the responsibility involved in balancing a budget and spending for necessities, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will describe general rights and responsibilities of producers.	Students are able to: 1. describe the general rights of producers. 2. describe the general responsibilities of producers. 3. explain how these general rights and responsibilities can apply to different producers.	Students are able to: 1. include in their description two examples of their rights as producers and why they feel they are entitled to those rights (i.e., the right of respect for a task done well; the right of reward, either intrinsic and/or extrinsic; the right of cooperation from fellow-workers; etc.). 2. include in their description two examples of their responsibilities as producers and why those responsibilities are necessary (i.e., responsibility for: cooperation with fellow-workers; best effort toward successful task accomplishment, generating interest in the task, understanding how to accomplish the task, etc.). 3. a) identify three producers of different age levels b) use the examples in #1, #2, and #3a in their explanation. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request general rights and responsibilities or producers of various ages, exhibit a beginning appreciation for the rights and responsibilities that apply to them as producers, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will compare and contrast others' values.	Students are able to: 1. provide examples of others' values. 2. compare and contrast others' values. 3. analyze why others may have differing values.	Students are able to: 1. provide two examples of things others seem to value (i.e., money, education, having fun, love, etc.). 2. base their comparisons upon: • whether values seem to be directed inwardly (getting for oneself) or directed outwardly (doing things for others) • if values are action-oriented or object-oriented. 3. include two reasons in their analysis (i.e., parental influence, deprivation or excess while growing up, self-satisfaction, etc.). * demonstrate observable behaviors (i.e., demonstrate respect for others' values, exhibit recognition responses or indicate upon request that others may have values different from their own for a variety of reasons, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe the importance of examining their values and opinions when making a decision.	Students are able to: 1. describe the effects of values and opinions upon the decision-making process.	Students are able to: 1. a) review the definitions of opinion (inclination or feeling toward something) and value (a very strong feeling about something) b) describe two effects of values and opinions on the decision-making process (i.e., everyone views the world differently and decisions are based on their view of the world, more conviction and confidence exists when a decision is based on a value, they tend to own their decision when it is based on their opinions or values, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the effects when one's own values and opinions are not considered in the decision-making process. 3. describe some examples of decisions that rely on consideration of values and opinions.	2. describe two effects when one's own values and opinions are not considered in the decision-making process (i.e., person deciding tends to have less conviction, confidence, feelings of decision-ownership, satisfaction with the results, etc.). 3. describe three examples of decisions that rely on consideration of values and opinions (i.e., decision to lie/value of honesty; decision to use dope/value of one's own health; decision to kill/value of human life; decision to cut classes/value of an education, etc.). * demonstrate observable behaviors (i.e., exhibits a willingness to examine their decisions in light of their opinions and values, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will describe decisions they have made that were based on their values and opinions.	Students are able to: 1. specify their values and opinions. 2. explain decisions they have made that were based on those values and opinions. 3. evaluate the difference of decisions based on values as opposed to decisions based on opinions.	Students are able to: 1. identify one opinion and one important value. 2. a) describe a decision that was influenced by the opinion identified in #1 b) describe a decision that was based on the value identified in #1. 3. using the examples from #2, include in their evaluation: • a comparison regarding the convictions behind the decisions • a comparison concerning the attitude of flexibility after making the decisions • a comparison of the anxiety levels concerning the outcomes of their decisions. * demonstrate observable behaviors (i.e., exhibit the ability to make decisions that are usually consistent with their present value system, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe ways they have seen others use planning, the trial-and-error approach, and goal setting.	Students are able to: 1. review what planning, trial-and-error, and goal-setting mean.	Students are able to: 1. a) describe planning as the process of thinking ahead about how to do something; preparing before doing, outlining how and when a task should be done. b) describe the trial-and-error approach as randomly trying different ways of doing something until the right way is found c) describe goal-setting as determining something they desire and aiming and striving to achieve that goal; goal-setting is a form of planning.
		2. describe situations where they have seen others use the trial-and-error approach, planning, and goal-setting.	2. a) describe a situation where they have seen someone use the trial-and-error approach to getting a job done b) describe a situation where they have seen someone use planning in order to get a job done c) describe a situation where they have known someone who sets goals for themselves to strive toward.
		3. evaluate the results of others using the trial-and-error approach, planning, and goal-setting.	3. a) using the situations described in #2a and b, compare and evaluate the results according to: • efficiency in use of time, materials, energy, money, and/or effort • quality of the product or outcome • completion of the product or outcome b) using the situation described in #2c, compare and evaluate the results according to: • the effects of goal-setting upon that person • the effects of that person's goal-setting on others • what would the results be like if there had been no goal-setting. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request when they or others use planning, trial-and-error approach and goal setting, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe methods and effects of evaluating achievement.	Students are able to: 1. differentiate between evaluation of progress and evaluation of achievement.	Students are able to: 1. a) review the definition of evaluation; finding out how well they are doing; judgment; assessment. b) describe evaluation of progress as determining how well they are advancing or improving as they continue to work toward final task completion. c) describe evaluation of achievement as determining how well they have finished their task; evaluation when task-parts have been completed.
		2. describe methods for evaluating achievement.	2. describe three methods for evaluating achievement (i.e., posttest, verbal reaction from others, amount of self-satisfaction and pride, purpose of task is accomplished, etc.).
		3. discuss the effects of evaluating their achievement.	3. discuss two effects of evaluating their achievement (i.e., helps to indicate weak areas in the process of analyzing and accomplishing, allows them to know if they are adept in that area, allows them to know whether or not the task should be done again, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will explore the problem-solving process and how listening and talking help to solve problems.	Students are able to: 1. describe a basic problem-solving format. 2. explain how reflective listening, I-messages, and nonverbal communication help to solve problems.	Students are able to: 1. describe the following problem-solving format in their own words: • pinpoint the problem • brainstorm for solutions • evaluate the ideas and choose a course of action • make a commitment • act upon the chosen solution • re-evaluate the solution. 2. a) explain the meaning of reflective listening (i.e., listening to understand the speaker's feelings; repetition of the basic content or feeling of the message received); explain how reflective listening helps in solving problems. b) explain the meaning of I-messages (i.e., expressing their feelings in response to another's actions or messages); explain how I-messages help in solving problems. c) review the meaning of nonverbal communication (i.e., body language and/or silence means sending messages without speaking); explain how nonverbal communication helps in solving problems. *Reference for concept clarification: Reference for reflective listening: Helping and Human Relations: A Primer Primer for Lay and Professional Helpers by R. R. Carkhuff. Reference for I-messages: Parent Effectiveness Training by T. Gordon

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. evaluate how people help each other through listening and talking to solve problems.	3. base their evaluation on three examples of helping each other through reflective listening, I-messages, nonverbal communications, or establish through a problem-solving format. * demonstrate observable behaviors (i.e., demonstrate a willingness and growing ability to use the problem-solving process; exhibit beginning attempts to use reflective listening, I-messages, and nonverbal communication during school problem situations; etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will predict ways in which some present careers may be different in the future.	Students are able to: 1. provide examples of some present careers. 2. predict how the expectations of those careers may be different in the future. 3. predict how the work environment for those careers may be different in the future.	Students are able to: 1. provide two examples of present careers. 2. using the examples in #1, include in their predictions: • how expectations concerning preparation may change • how expectations on the job may change • how stereotypes (if any) connected with those careers may change. 3. using the examples from #1, include in their predictions: • how work facilities may change • how tools necessary for those careers may change • how worker relationships may change. * demonstrate observable behavior (i.e., demonstrate a growing ability to imaginatively project present work roles into the future, etc.).

Grade 7

KEY: : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Distinguish between things helpful and things harmful to physical health				
	Analyze how their characteristics and abilities can be expanded				
	Evaluate the relationship between mass media and self-control				
Interpersonal Relations	Explain how communications skills contribute toward work within a group				
	Analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships				
	Evaluate those behaviors that help or hinder group cooperation and effectiveness				
	Evaluate ways peers and adults interact with each other in relation to the goals of behavior				
Expressing Ideas	Demonstrate skills necessary to express their opinions and beliefs in written form				
	Describe some of the emotional blocks to assertive behavior				
Gathering & Processing Information	Evaluate their feelings in a variety of settings				
	Relate their learning at school to their leisure activities				
	Analyze the effects information can have on stereotypes				
Rights & Responsibilities	Describe the importance and benefits of understanding their family rights and responsibilities				
	Analyze the school as a learning environment and describe its effects on them				
	Describe the legal rights and responsibilities they have as citizens of their towns and state				
	Analyze their families' spending patterns				
	Describe general rights and responsibilities of producers				
Valuing & Decision Making	Compare and contrast others' values				
	Describe the importance of examining their values and opinions when making a decision				
	Describe decisions they have made that were based on their values and opinions				
Achievement Motivation	Describe ways they have seen others use planning, the trial-and error approach, and goal-setting Describe methods and effects of evaluating achievement				
Problem Solving	Explore the problem-solving process and how listening and talking help to solve problems Predict ways in which some present careers may be different in the future				

Progress Report Cover (Fold at Center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE SEVEN

Student _____ Year _____

School _____ Teacher _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.

Cost $ 1997
Quantity
400

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Loydia Webber, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert and Bonita London, Coordinators
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.